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ABSTRACT

Intended for reference use by vocational education decision makers, including chief school officers, administrative and supervisory personnel, and advisory councils, this publication contains information on topics to be considered before, during, and after establishing a program for distributive education. A section is devoted to each of the following subjects: (1) the employment field of marketing and distribution, focusing on job opportunities and the future occupational outlook; (2) guidance/career development, explaining career exploration and planning; (3) distributive education, covering its definition and relationship with other educational programs; (4) employment structure of the field of distribution, discussing the four job levels: entry, career sustaining, specialized, and entrepreneurial; (5) a list describing the twenty-three U.S. Office of Education Codes for distributive and marketing education which are intended to provide a framework for instruction and program planning; (6) instructional objectives for distributive education, identifying competency areas in marketing skills, product or service technology skills, social skills, basic education skills, and economic concepts of private enterprise; (7) the three primary methods of instruction: classroom, cooperative programs, and student projects; (8) Distributive Education Clubs of America (DECA); (9) organization of instruction for secondary, postsecondary, and adult levels; (10) relationships with the community, which aid the students in achieving their occupational objectives; (11) duties of distributive education teachers, including administrative and counseling functions; (12) the qualifications, education, and sources of teachers; and (13) federal legislation which affects vocational education and requires evaluation programs. (ELG)

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DISTRIBUTIVE EDUCATION PROGRAMS

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

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Foreword

This program information publication is intended for decisionmakers, including chief school officers, State and local vocational education administrative and supervisory personnel, administrators of area vocational schools, State and local vocational education advisory councils, service area advisory committees, and others who may influence the adoption and implementation of distributive education programs.

The publication is designed to provide the resource information needed to make decisions concerning:

- Establishment of a distributive education program
- Implementation of a distributive education program
- Evaluation of distributive education programs

The information in the publication includes the topics that vocational education decisionmakers need to consider before, during, and after establishing a program. It is structured in 13 sections to facilitate the location of answers to specific questions.

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Section 1

The Employment Field of Marketing and Distribution

....it makes our private enterprise system work

Approximately one-third of all jobs in our country can be classified as marketing occupations. Almost 36 million people were employed in a distribution, marketing, or sales and management of goods and services occupation in 1972. And this significant area of employment opportunity is still growing by leaps and bounds. According to the 1976-77 *Occupational Outlook Handbook* published by the U.S. Department of Labor, three of the six fastest-growing occupational areas in terms of employment opportunities through the mid-1980's are service workers, managers and administrators, and sales people. (See Figure 1.)

The *Occupational Outlook Handbook* reported that 13 million new distribution workers will be needed by 1985. The number needed for replacement is about 17 million, for a grand total of 30 million persons. Even those figures can be adjusted upward to take into account the growing trend of packaging jobs in nontraditional ways, such as job-sharing, part-time and temporary employment, and short work weeks. Already part-time employees comprise a substantial portion of the total workers in marketing industries.

Actually, the marketplace, including the distribution and sales of goods and services and the management of such firms, has generated vast employment opportunities since people found that it made good sense to produce one item and sell it to others, rather than trying to produce all of the items or services we need. In no other segment of the American economy is there a greater need for well-trained workers and managers with youthful enthusiasm and creative energy than in marketing. Young people whose interests and abilities are channeled into this rapidly expanding field find numerous opportunities for varying levels of employment and a growing demand for sales, marketing, and management workers.

Marketing Occupations—Most Everywhere

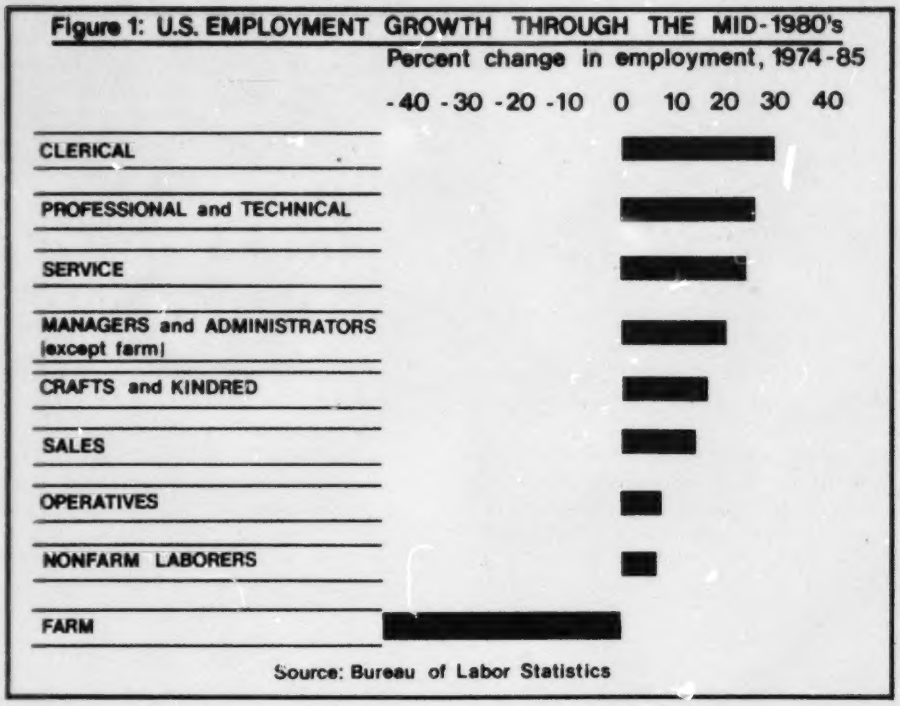
Although it might appear at first glance that marketing occupations are to be found only on main street or in America's shopping centers, a closer examination reveals that, although the basic marketing institutions are, in fact, the retail, wholesale, and service firms in the local community, marketing occupations are located in every part of the American economy. A marketing occupation is one in which one or more of the marketing functions is performed; therefore, marketing occupations occur in production industries, as well as marketing industries and service industries.

Production Industries

The producers in the American economy manufacture, construct, extract, or grow products which must be distributed to users in order to improve the quality of life; therefore, those businesses which produce America's goods must market their products. Marketing personnel in production industries may perform marketing functions as an occupation: for example, manufacturer's sales representatives; or they may perform both production and marketing functions, as a farmer or a home-based manufacturer of hand crafted goods may do. The marketing functions performed by workers in production industries include purchasing raw materials for manufacturing; supportive activities such as transporting, financing, marketing research, and marketing management; and sales promotion activities, including advertising and selling goods manufactured or produced.

Marketing Industries

Businesses that buy products for resale to consumers are classified as marketing industries.



Wholesalers, retailers, and brokers are the primary marketing industries. Wholesalers purchase products from producers or manufacturers, store them, and sell them in smaller quantities to retailers who sell the products to the final consumers.

There are more retail stores in our country than any other type of business enterprise. Although large retail firms have increased their share of the market in recent years, retailing remains largely the domain of the small, independent entrepreneur. The mass production system in the United States is dependent on these small merchants who distribute the products of thousands of small and large manufacturers to the American consumer.

Brokers serve as agents who receive fees for performing any of the marketing functions for a client. Brokers may act as sales agents to find buyers for a product, they may buy merchandise or raw materials from a producer and then resell it or they may perform the supportive functions required to market goods.

Service Industries

The fastest-growing segment of the marketing community is composed of service industries, in which employers with specialized skills sell their service to consumers. Service industries provide almost limitless opportunities for marketing employment:

1. Personal services such as hairstyling shops and health studios
2. Processing services that work on the customers' possessions, as do automobile and other repair shops, drycleaning and laundry establishments
3. Hospitality and recreation service firms that provide amusement, lodging, and recreation
4. Educational services that sell self-development courses in the field of music, dance, needlework and crafts, and public speaking
5. Business services that perform services for other firms, such as advertising agencies, accounting firms, and transportation companies
6. Service firms that sell service both to consumers and to other businesses, such as banking, finance and credit agencies; insurance and real estate agencies

Need for Competent Marketing Personnel

Workers who fashion careers for themselves in the employment field of marketing and distribution may be justly proud of the critical and potentially positive role which distributive firms play in the lives of all Americans. On no other segment of the modern economy is every person more dependent than on the marketing community. Today's consumers depend upon the marketplace for their basic existence, as well as for the "extras" which make life more enjoyable.

As the interests of the consumer have become an area of public and business concern in recent years, the role of the seller has grown in importance. Enterprising manufacturers, wholesalers, retailers—the basic marketing institutions—as well as purveyors of services have found in the consumer movement opportunities for renewed recognition of the partnership and interdependence between buyer and seller: intelligent consumerism stimulates lively competition in the marketplace as sellers vie for the customer's purchases; and healthy competition improves the quality of products and service, thus increasing profit for the seller and the quality of life for society.

Preparation for Marketing Employment Through Distributive Education

The mission of distributive education is to prepare competent workers for the major occupational area of marketing and distribution. Distributive education provides sequenced instructional programs to help high school, postsecondary, and adult students learn to perform the various marketing functions in production, marketing, and service industries.

Section 2

Guidance/Career Development

....helping students select promising careers

Giving direction to the career development needs of all students is a desirable goal of education. Guidance makes its distinctive contribution to education and human development by focusing on the term *career* in terms of the development of self in productive living. Each person lives in several "arenas" of productive living at the same time: home-life, work-life, and social-life are concurrently interactive. And the patterns of their combination change with time, circumstances, and personal-developmental status. Career development, then, is self-development. It seems clear that it is *not* the former "matching" of static person with static job. It is matching, perhaps, but in a dynamic sense. It is seeking, experiencing, and benefitting from sets of situations or "arenas"—situations constituting mutually productive relationships with people, ideas, things, and events. These processes occur in anyone's life at all times. They are not restricted to a linear time continuum represented either by classroom grade levels or chronological age.

The Function of Guidance

The distinctive, complex, and crucial function of guidance is to help individuals to *personalize* the acquisition, assessment, and use of in-school and out-of-school experiences and knowledge for their own lives, for their own purposes, and for the ultimate benefit to society as a whole. It aims to put people "in charge" of their own development responsibly and effectively—in a direct, "real life" sense. It addresses not only "What am I like?" but also "Where am I headed?" and especially, "How can I become what I want to become?"

Programs of guidance/career development are required to fulfill the concept of career education. They are required to make vocational education for youth and adults more effective as well as more fully utilized. They are required to make compensatory education, education for the handicapped, and efforts to overcome sexism more successful in their missions. Guidance programs contribute to the aims and outcomes of all education, as all educational experiences contribute to guidance. Career education illustrates the value of weaving these dimensions into a pattern designed to lead each individual to a satisfying choice of values, directions, and means for continuing career-self development.

The Elements of Career Exploration

Career-exploration studies, offered optionally by local public school systems, are a part of the general education curriculum. The format for learning experiences may include the following four elements to help individuals examine the "arena" of work-life—a basic step toward making occupational choices: (1) awareness of occupational options, (2) exploration of alternatives, (3) selection among alternatives, and (4) planning for occupational preparation. Opportunities for exploration of occupational options usually occur in the middle or junior high school years and are targeted at the identification of occupational clusters for further inquiry. One system which provides a framework for initial exploration experiences is the fifteen Occupational Clusters shown in Figure 2.

Figure 2: OCCUPATIONAL CLUSTERS

- Agriculture (including Agri-Business)
- Business and Office
- Communications and Media
- Construction
- Fine Arts and Humanities
- Home Economics (including Consumer and Homemaking Education)
- Health
- Hospitality and Recreation
- Manufacturing
- Marine Science
- Marketing and Distribution
- Natural Resources and Environment
- Personal Services
- Public Service
- Transportation

The Career Plan

A key objective of exploratory experiences should be for students to develop tentative career plans which synthesize their work-life decisions and document their current occupational goals. The career plan is not viewed as a static document, but rather as a dynamic concept to structure the continuing exploration of self and the world of work. As students enroll at the secondary level in a vocational program such as distributive education and begin preparation for threshold jobs in one cluster of occupations, the career plan serves as documentation of the career development of each student.

Exploration of Marketing and Distribution Occupations

Part of the responsibility of public education is to provide opportunities for students to explore and, with the help of vocational guidance counselors and knowledgeable teachers, select, prior to training, the occupational field or fields for which they wish to prepare. Through orientation and exploration courses at the middle or junior high school level, students suited for, and interested in, marketing and distribution occupations could become somewhat familiar with those occupations prior to vocational education enrollment and thus be attracted to the appropriate distributive education program as a result of self-analysis and exploratory experiences in the field of marketing and distribution.

Students' occupational objectives at the exploration stage may be either tentative or long-range in nature and are usually identified broadly with an instructional program area: for example, recreation marketing or food service marketing. As students become oriented to a marketing industry through distributive education, their occupational objectives become more specifically identified with certain jobs or clusters of jobs by level of employment.

Curriculum material designed to provide exploratory experiences in marketing and distribution occupations is available from the U.S. Government Printing Office, Washington, D.C. 20402. *Career Exploration in Marketing and Distribution* was produced in 1976 by Contract Research Corporation for the U.S. Office of Education and provides two curriculum sequences: (1) an overview sequence focused on developing career decisionmaking skills and applying them to marketing and distribution occupations; and (2) an in-depth sequence targeted at students with previous exploration experiences who have elected to explore the field of marketing further.

Sources of Information and Assistance

State Departments of Education:
- Director of Guidance
- Career Education Coordinator
- State Director of Vocational Education

Section 3

Distributive Education

....a vocational education program for careers in marketing

Students whose occupational choice is marketing and distribution are encouraged to plan for enrolling in a distributive education instructional program in a high school or a postsecondary institution, depending upon the individual's stage of career development and employment qualifications. When students enter such a career preparation program, they have enrolled in one program or service area of vocational education.

The term vocational education refers to that facet of the educational process designed to develop or improve upon the competence of individuals in their chosen occupational fields. For purposes of structuring vocational education, work in the American economy is segmented into a number of instructional programs. These instructional programs are grouped according to seven major vocational education services fields*, each reflecting a fundamental set of knowledges and skills or a designated instructional discipline related to preparation for job opportunities requiring less than baccalaureate degrees.

Distributive Education Defined

Distributive education, one of the seven major vocational education service fields, addresses that part of the world of work concerned with the marketing of goods and services. Distributive education derives its instructional base from the employment field of marketing and has as its mission the preparation of individuals for employment in distributive occupations, including business ownership.

The term "distributive" is used to highlight the significance of distribution, the primary division of economic activity between production and consumption. Distribution has been defined as the second step in a series of economic processes which brings goods and services from those who produce them to those who use them. When viewed in this perspective, distribution clearly extends throughout the economy, and therefore involves a significant portion of the labor force. The term "distributive occupation" may be used to describe any occupation which involves the performance of one or more marketing tasks or activities for pay or profit. The Occupational Clusters framework developed by the U.S. Office of Education categorizes "marketing and distribution" as one of the fifteen clusters of occupations. (See Section 2.) These two terms, "marketing" and "distribution", may be considered synonymous.

Distributive Education as an Education Service

Distributive education is organized to provide instruction for persons who wish to prepare for entry, or who have already entered the employment field of marketing and distribution. Instruction focuses on the marketing functions that workers perform, including selling, buying products for resale, purchasing raw materials for manufacturing, sales promotion and public relations, and a variety of supportive activities, such as transporting, financing, marketing research, materials handling, and marketing management.

Successful performance of the *marketing functions* depends upon proficiency in four other areas of knowledge (called competency areas) which are also included in distributive education:

- *basic skills* in communication and computation.
- *social skills* involving the development of personal attributes, self-concept, employability skills, occupational adjustment and positive human relations.
- *economic concepts* of private enterprise.

The final area of knowledge that contributes to occupational competence is the produce or ser-

*agriculture, business and office, distributive, health, home economics, technical education, trade and industrial education.

vice base, generally referred to as the *technology* of the marketing or service industry. This fundamental knowledge of the product or service to be marketed is the key to successful marketing. It provides the dimension that makes a distributive education instructional program unique.

Typically, distributive education programs include a series of courses which are sequenced over a prescribed period of time for in-school youth and adults. Often, these courses are made available to adults in the labor force or to special populations in school.

Distributive education courses and curriculums vary in length and depth according to the needs and interests of persons served. Selection of course content and learning experiences and the determination of instructional scope are influenced by the talents, abilities, career goals, cultural backgrounds, employment experiences, and prior training that enrollees bring to the learning environment.

Relationships with Other Educational Programs

The achievement of student occupational goals is the cooperative responsibility of general education and vocational education. A major goal of education is to prepare every individual for an occupation suitable to that individual's preference. To that end the elements of career development establish the basic framework through which all of education contributes. Reading, communications and mathematics provide the basic skills; physical education the development of the body; and the arts, sciences, and social studies the basic knowledges which are important in career preparation and adjustment. Vocational education provides capstone preparation for employment which requires secondary or postsecondary level training.

Because of the need for comprehensive development of the individual, it is desirable to consider and, where appropriate, use instructional content from other educational disciplines to support the development of technical knowledge needed in selected marketing occupations: for example, distributive education students preparing for employment in the apparel and accessories industry need knowledge of the history and development of fashion through the ages, as well as the appreciation of line and design available in art courses; familiarity with the chemistry of modern synthetic and natural fibers gained in science courses; and knowledge about fabrics and clothing construction available in home economics courses.

Cooperative planning among general education and vocational education teachers is encouraged in order that learning experiences unique to each discipline can support occupational preparation. Distributive education students should be encouraged to enroll in appropriate general or vocational education courses to obtain in-depth knowledge of specific products, services, production techniques, or to develop basic skills or appreciations taught in other programs. Likewise, students being served in other vocational programs whose career objectives require a supporting competency in marketing and distribution should be encouraged to enroll in appropriate distributive education courses.

Articulation Between Educational Levels

Instruction in distributive education is available to students in secondary and postsecondary institutions as well as to employed, underemployed, and unemployed adults.

Careful articulation between secondary and postsecondary and/or adult curriculums is necessary to assure sequential objectives and learning experiences from one level to the next.

Source of Information and Assistance

State Department of Education:
State Director of Vocational Education

Section 4

Levels of Employment In Distribution

....the road to the top can be traveled quickly

The employment structure in the field of marketing and distribution is rather complex and therefore somewhat difficult to characterize for students. This is due to extensive mobility options available to those employed in the field. Vocational decisions, therefore, should be made in light of certain understandings about this field of employment. Instructional programs should reflect these understandings as well as the levels of occupational performance to be achieved through curriculum experiences. While instructional programs prepare students for particular levels of employment, it should be anticipated that career-minded students, once employed, will have early opportunities for advancement or change.

Nature of Employment

The following summary statements are descriptive of the nature of employment in marketing and distribution.

1. Successful job performance depends upon the worker's ability to relate to people and their needs, to the profit motive, to the products or services that are marketed, and to an environment of competition.
2. Judgment and decisionmaking skills are keys to successful performance; manual skill requirements are negligible.
3. Wage payment plans usually allow employees to enjoy the security of a base pay while providing opportunities to earn additional pay or other economic rewards according to an individual's ability to produce or cause to produce dollar sales volume.
4. There are different starting points. Initial employment in marketing encompasses a wide range of jobs which vary in responsibility and decisionmaking. Although many beginning or entrance-level jobs are suited to long-term employment, most are used as testing grounds for upward mobility.
5. Workers may enter the field at any occupational level according to their qualifications. Qualifications are judged in terms of one's total occupational experience, social maturity, personal motivation and occupational commitment, achievements in general and specialized education, breadth of marketing expertise, and product or service specialization.
6. Advancement and lateral mobility are common for the career worker. After a period of successful experience, aspirations are often realized in manager-oriented positions.
7. Career development is inherent in all marketing occupations. Access to more rewarding jobs may be horizontal or vertical since there is an interdependence of marketing activities within every enterprise. Job mobility may occur externally as well, bringing to new employers marketing expertise in the same or dissimilar product or service lines.
8. The field is judged to be barrier-free, with men and women, minorities, and those with bilingual capabilities holding responsible positions.

Levels of Employment

Employment in marketing can be delineated on four levels. These employment levels guide the designation of curriculum objectives and the selection of appropriate subject matter. Current student occupational objectives should include reference to a level of employment.

Level I

Threshold entry jobs involve standard or routine procedures with limited need for exercising deci-

sionmaking skills. Competencies are associated with basic sales, sales-supporting tasks, and fundamental employability skills, essentially social. Jobs at this level are generally referred to as **entry** jobs which require few, if any, specific pre-employment job-skill qualifications. These are rarely career sustaining jobs but can provide an experience base for access to more economically rewarding work.

Level II

Career sustaining jobs involve more complex duties than Level I and are held by individuals having a greater commitment to and knowledge of a particular industry. These jobs (or level of job classification if the job title is the same, e.g. salesperson) are held by individuals possessing a comprehensive knowledge of the product(s) or service marketed and the marketing practices and techniques associated with the industry. They are performed by individuals who are able to accept responsibility and demonstrate productive initiatives involving the ability to exercise decisionmaking skills. Individuals performing at this level can perform multiple jobs (or tasks) and are often assigned certain controls of the work environment. With appropriate pre-employment qualifications, individuals may **enter** employment at this level. Successful performance is the usual avenue for advancement to more responsible positions or to greater earning power if the individual elects to build a career at this level.

Level III

Specialization jobs involve the performance of a highly specialized activity usually narrowly prescribed but requiring extensive technical knowledge and experience in a specific marketing function (e.g. merchandising, advertising, management), a product area, or a service field. Most often these jobs involve supervisory responsibilities and job holders are held accountable for the success or profitability of a particular operation. Career identification is typically entrenched but lateral mobility between places of employment is a viable option. Individuals may enter employment in, or be promoted to, these jobs which involve decisionmaking and leadership at a point of responsibility between top management and Level II employees. Therefore, this level of employment is often referred to as mid-management.

Level IV

Entrepreneurial jobs involve various dimensions of owning and/or managing a business engaged primarily in marketing a product(s) or service. Business ownership can be initiated early in a career but usually is realized after a period of experience as an employee and when sufficient capital is obtained. Usually such a person has extensive knowledge of a product(s) or service and/or market resources. The degree of success depends upon many factors, some controllable, some not. Many competencies needed can be obtained in an educational setting. This level of employment also includes managers of business units, such as a manager of a branch store or other organizational unit of a corporate enterprise. Managers are often promoted from within, usually from those in Level III jobs. The assumption of risks, long hours of work, the performance or supervision of tasks associated with all levels of employment, and continuous decisionmaking are some of the factors involved in undertaking employment at this level.

Educational Levels

Preparation for employment at any one of these occupational levels can be undertaken at the secondary, postsecondary or adult levels of education. Individuals may initiate their training at any educational level or they may elect to progress from one level to the next.

Typically, high school distributive education programs have competency goals associated with Levels I and II. Most postsecondary distributive education programs build on Level II but emphasize competencies associated with Level III. Since Level IV requires a highly refined occupational objective, most of these instructional programs are offered at the postsecondary or adult levels. Adult distributive education courses extend across all occupational levels, but individually each offering serves a particular client group. Most of the instruction at the adult level, however, is designed to serve the needs of persons already employed.

Section 5

Instructional Programs in Distributive Education

....to assure coverage, there is safety in numbers

Abundant and diverse job opportunities are available for men and women in marketing and distribution, including ownership and management of enterprises engaged in marketing a product line or service. Translating this markedly diverse area of employment into instructional programs is a challenging task for curriculum designers and teachers. Given a field of employment which relates to countless products and services, yet employs marketing techniques and skills common to most marketing institutions, instructional programs are conceived to be best represented by industry designations.

Development of the OE Codes

To provide a framework for instruction by industry, the U.S. Office of Education and representatives from the professional field undertook in 1966 the development of a taxonomy of distributive education instructional programs. In 1968, 19 industry-based instructional programs were adopted by the U.S. Office of Education and coded for reporting purposes. In 1977, the U.S. Office of Education, again in concert with the field, updated these "OE Codes." The 19 programs (or subclusters within the marketing and distribution cluster) were retained with modification in titles and definitions. Three new programs were added. Each code was further delineated to give greater specificity to the kinds of programs which could be offered.

These 22 primary instructional programs are representative of the principal environments (essentially by product/service industries) where marketing and sales occupations are found in substantial numbers. Each reflects the cluster concept; that is, each instructional program is identified with a number of job titles found in that industry which allows an enrollee to prepare for a specific job or, more frequently, for a cluster of jobs at one or more levels of employment responsibility.

Using the OE Codes for Program Planning

Systematic planning becomes increasingly important in industry-based instructional programs. The establishment of programs should be based on statistical evidence showing the immediate and projected employment opportunities in distributive occupations in the community or area served by the program.

Instructional programs may be organized according to requirements for a cluster of closely related occupations in a marketing industry (for example, apparel and accessories marketing), or they may focus on a single occupational title (for example, fashion coordination). More often, however, an instructional program sequence usually progresses from general focus on an industry to specific attention to specialized occupations within that industry. This concept serves students by acquainting them with the industry as a whole before they narrow their employment options to one or a few single occupational opportunities.

An instructional program can be developed for any OE Code. Before organizing a separate instructional program for any Code, it should be clear that employment opportunities and student occupational objectives warrant this option. If only one instructional program is to be offered, the General Marketing (04.22) classification would provide opportunities for enrolling students in a single class with provisions in classroom instruction for achievement of multiple occupational objectives.

Distributive Education Instructional Codes, Titles, and Definitions

The following listing of the revised instructional program codes gives clear identity to the scope and responsibility of distributive education.

04.01 Advertising and Display Services

Organized subject matter and learning experiences related to planning, development, placement or installation, and evaluation tasks performed by marketing employees, including management personnel, in demand creation and sales promotion activities utilizing displays, merchandising aids, and mass media in various enterprises, such as advertising agencies, display houses, retail and wholesale establishments, production industries, and print and broadcast media.

04.0101 Advertising

Specialized instruction designed to develop or enhance competencies associated with the placement of advertisements in various media to stimulate the sale of products or services, or institutional awareness.

04.0102 Display

Specialized instruction designed to develop or enhance competencies associated with the creation of product or institutional displays and exhibits for the purpose of stimulating sales and goodwill.

04.0103 Publicity

Specialized instruction designed to develop or enhance competencies associated with promotional efforts which create and foster goodwill among employees, stockholders, and the general public.

04.0199 Advertising and Display Services, Other

(Specify)

04.02 Apparel and Accessories Marketing

Organized subject matter and learning experiences related to the various marketing functions and tasks performed by employees, including management personnel, in retail, wholesale, and manufacturing establishments primarily engaged in marketing clothing of all kinds, including related articles for personal wear and adornment.

04.0201 Fashion Merchandising

Specialized instruction designed to develop or enhance competencies associated with the marketing of apparel and accessories with special emphasis given to fashion buying, fashion design, fashion coordination, and specialized consulting services.

04.0202 Jewelry Merchandising

Specialized instruction designed to develop or enhance competencies associated with the marketing of gems, jewelry, watches, and related items.

04.0203 Shoe Merchandising

Specialized instruction designed to develop or enhance competencies associated with the marketing of shoes and related items.

04.0299 Apparel and Accessories Marketing, Other

(Specify)

04.03 Automotive, Recreational, and Agricultural Vehicles and Accessories Marketing

Organized subject matter and learning experiences related to the various marketing functions and tasks performed by employees, including management personnel, in retail, wholesale, manufacturing, and service establishments concerned with cars, vans, trucks, mobile units, boats and other recreational vehicles, tractors and other farm vehicles and implements, as well as related parts, accessories, and equipment.

04.0301 Vehicle Rental and Leasing

Specialized instruction designed to develop or enhance competencies relating to the renting and leasing of vehicles as a business enterprise, such as car rental systems.

04.0302 Automotive Vehicles and Accessories

Specialized instruction designed to develop or enhance competencies relating to the marketing of new and used cars, vans, and trucks, and related parts.

04.0303 Recreational Vehicles and Accessories

Specialized instruction designed to develop or enhance competencies relating to the marketing of various kinds of vehicles and conveyances designed for recreational purposes, including boats and bicycles.

04.0304 Agricultural Implements and Machinery

Specialized instruction designed to develop or enhance competencies relating to the marketing of various farm implements, machinery, and vehicles.

04.0399 Automotive, Recreational, and Agricultural Vehicles and Accessories Marketing, Other
(Specify)

04.04 Finance and Credit Services

Organized subject matter and learning experiences related to the marketing functions and tasks performed by employees, including management personnel, in various institutions, such as commercial banks, savings and loan associations, credit agencies, credit unions, consumer finance, collection agencies, security and commodity brokerages, and in credit departments in retail and wholesale establishments.

04.0401 Banking
Specialized instruction designed to develop or enhance competencies associated with the marketing functions performed by commercial banks in promoting and transacting financial and trust services, including financial counseling.

04.0402 Credit
Specialized instruction designed to develop or enhance competencies needed to function as authoritative credit experts in credit departments in various business enterprises.

04.0403 Credit Union
Specialized instruction designed to develop or enhance competencies associated with the marketing functions performed by non-profit financial cooperatives in promoting and transacting financial services and counseling for the benefit of a defined group of people.

04.0404 Consumer Finance
Specialized instruction designed to develop or enhance competencies associated with the marketing functions performed by finance companies engaged primarily in negotiating small loans to individuals for personal use.

04.0405 Savings and Loan
Specialized instruction designed to develop or enhance competencies associated with the marketing functions performed by savings and loan associations in promoting and transacting financial services with major emphasis on negotiating loans.

04.0406 Securities and Commodities
Specialized instruction designed to develop or enhance competencies associated with the marketing functions performed by brokerages in selling and buying securities and commodities for industrial and private investors.

04.0499 Finance and Credit Services, Other
(Specify)

04.05 Floristry, Farm and Garden Supplies Marketing

Organized subject matter and learning experiences related to the various marketing functions and tasks performed by employees, including management personnel, in retail and wholesale establishments dealing with live plants, cut flowers, floral arrangements, artificial flowers and plants, garden supplies, equipment, and related items, and seed, fertilizers, and other supplies for farm production.

04.0501 Floristry
Specialized instruction designed to develop or enhance competencies associated with retail and wholesale floral and greenhouse operations.

04.0502 Farm Supplies Marketing
Specialized instruction designed to develop or enhance competencies associated with the marketing of supplies used in agricultural production.

04.0503 Garden Supplies Marketing
Specialized instruction designed to develop or enhance competencies associated with the marketing of various items and plant life used in landscaping and home gardening.

04.0599 Floristry, Farm and Garden Supplies Marketing, Other
(Specify)

04.06 Food Marketing

Organized subject matter and learning experiences related to the various marketing functions and tasks performed by employees, including management personnel, in retail and wholesale establishments and in food processing and manufacturing firms primarily dealing with food products for home preparation and consumption or for commerial and institutional use in their places of food service.

04.0601 Convenience Store Marketing

Specialized instruction designed to develop or enhance competencies associated with the marketing of a limited line of convenience food products.

04.0602 Supermarket Marketing

Specialized instruction designed to develop or enhance competencies associated with the marketing functions performed by personnel in large retail food stores.

04.0603 Specialty Foods Marketing

Specialized instruction designed to develop or enhance competencies associated with the marketing functions performed by personnel in marketing a specialty food line at retail, such as confectionery, bakery, cheese and wine, meat.

04.0604 Wholesale Food Marketing

Specialized instruction designed to develop or enhance competencies of marketing personnel in wholesale operations which supply a general or commodity line of food products to retailers.

04.0699 Food Marketing, Other

(Specify)

04.07 Food Services Marketing

Organized subject matter and learning experiences related to the various marketing functions and tasks performed by employees, including management personnel, in establishments serving prepared food and beverages for consumption on their premises or at a place designated by a customer.

04.0701 Fast Food Service

Specialized instruction designed to develop or enhance competencies of personnel who serve prepared food directly to the public in typically over-the-counter, limited menu restaurants or in single food specialty stands or shops, including those who manage the operation of such establishments.

04.0702 Full Service

Specialized instruction designed to develop or enhance competencies of personnel who are responsible for the service of prepared meals directly to the public in restaurants and dining rooms offering menu choice and full and often formal service, including those who manage the operation of such restaurants.

04.0799 Food Services Marketing, Other

(Specify)

04.08 General Merchandise Retailing

Organized subject matter and learning experiences related to the various marketing functions and tasks performed by employees, including management personnel, in typically large retail stores engaged in merchandising a number of lines of merchandise, such as department stores, variety and general merchandise stores, and multi-line drug stores, where personnel are prepared to perform routine and complex tasks in relation to merchandising practices and concepts of mass merchandising rather than on in-depth knowledge of a single-line product or service and where occupational mobility therein involves multiple experiences in different marketing functions and merchandise lines and service areas.

04.09 Hardware and Building Materials Marketing

Organized subject matter and learning experiences related to the various marketing functions and tasks performed by employees, including management personnel, in retail and wholesale establishments and in manufacturing firms primarily dealing with one or more of the following product lines: hardware, paint, wallcoverings, lumber, building materials, glass, electrical supplies, plumbing, heating and air conditioning equipment, and other materials, supplies, and equipment used by the general public and contractors.

04.0901 Hardware Marketing

Specialized instruction designed to develop or enhance competencies primarily associated with the marketing of a number of basic hardware lines, such as tools, builders' hardware, paint and glass, and related items.

04.0902 Building Materials Marketing

Specialized instruction designed to develop or enhance competencies primarily associated with the marketing of lumber and a general line of building materials, such as millwork, roofing, wallboard, bricks, and cement.

04.0999 Hardware and Building Materials Marketing, Other

(Specify)

04.10 Home Furnishings Marketing

Organized subject matter and learning experiences related to the various marketing functions and tasks performed by employees, including management personnel, in retail, wholesale, and manufacturing establishments dealing with products primarily used for furnishing the home, such as furniture, electrical and gas appliances, floor coverings, draperies, and other specialized lines, such as lamps, chinaware, antiques.

04.1001 Furniture Marketing

Specialized instruction designed to develop or enhance competencies associated with the marketing of home furnishings with major emphasis on furniture and specialized consulting services.

04.1002 Floor Coverings and Draperies Marketing

Specialized instruction designed to develop or enhance competencies required to sell and market floor coverings, draperies, and upholstery services.

04.1003 Appliance Marketing

Specialized instruction designed to develop or enhance competencies required to sell and market refrigerators, freezers, laundry equipment, stoves, and other electrical or gas appliances.

04.1004 Specialty Home Furnishings Marketing

Specialized instruction designed to develop or enhance competencies required to sell and market a specialty line of home furnishings, such as chinaware, crystal, silverware, lamps, fireplace equipment, bedding, home entertainment systems, pianos, or antiques.

04.1099 Home Furnishings Marketing, Other

(Specify)

04.11 Hotel, Motel, and Lodging Services

Organized subject matter and learning experiences related to the various marketing functions and tasks performed by employees, including management personnel, in establishments engaged in furnishing lodging, lodging and meals, convention facilities, camping facilities, and other accommodations on a year-round or seasonal basis to the general public and to special groups, such as an organization's membership.

04.12 Industrial and Institutional Marketing

Organized subject matter and learning experiences related to the marketing functions and tasks performed by employees, including management personnel, in establishing market potentials by manufacturers for their industrial products, in the marketing of products to businesses, production industries, professional personnel and organizations, governmental agencies and institutions, and in the purchasing of such products and supplies by these various businesses and institutions.

04.1201 Industrial Sales

Specialized instruction designed to develop or enhance competencies associated with those who serve as agents or sales representatives for manufacturers who sell a special line of products to other businesses, factories, professional workers, and public and private institutions.

04.1202 Industrial Purchasing

Specialized instruction designed to develop or enhance competencies associated with those who purchase (buy) machinery, raw materials, and product components for manufacturing firms, or office supplies, furniture, and business machines for any industry, or supplies and equipment needed to conduct a retail or service business.

04.1203 Marketing Research

Specialized instruction designed to develop or enhance competencies associated with those who analyze data on products and sales, make surveys and conduct interviews, prepare sales forecasts and make recommendations to management.

04.1299 Industrial and Institutional Marketing, Other
(Specify)

04.13 Insurance

Organized subject matter and learning experiences related to the marketing functions and tasks performed by employees, agents, or independent brokers, including management personnel, engaged in the sale or placement of insurance contracts with carriers.

04.1301 Accident and Health Insurance
Specialized instruction designed to develop or enhance competencies needed by those engaged in underwriting accident and health insurance, including group hospitalization plans.

04.1302 Life Insurance
Specialized instruction designed to develop or enhance competencies needed by those engaged in underwriting life insurance.

04.1303 Property and Casualty Insurance
Specialized instruction designed to develop or enhance competencies needed by those engaged in underwriting fire, marine and casualty insurance, including automobile and agricultural insurance.

04.1399 Insurance, Other
(Specify)

04.14 International Marketing

Organized subject matter and learning experiences related to the marketing functions and tasks performed by employees, including management personnel, in various business and industrial establishments engaged partially or totally in export/import trade, and buying and selling in international markets. This instructional program includes elements of foreign trade which influence international marketing operations, such as trade controls, foreign operations, monetary problems, and foreign public relations.

04.15 Personal Services Marketing

Organized subject matter and learning experiences related to the various marketing functions and tasks performed by employees, including management personnel, in consumer service establishments, such as shoe repair shops, funeral homes, laundries and dry cleaning establishments, photographic studios, dance and art studios, barber/styling shops, beauty shops, gymnasiums, home maintenance and security firms, pet care shops, rental businesses other than vehicle, and protection agencies. Generally, these services are concerned with the well-being of a person or the care of his/her property. Emphasis is placed on the marketing activities involved in providing a personal service and not on the development of manual or technical skills that are used to perform a particular service or task for which a special license may be required.

04.1501 Management of Personal Service Enterprises
Specialized instruction designed to develop or enhance competencies by those who undertake or who are responsible for the management of an enterprise which fulfills a personal need.

04.1502 Marketing of Personal Services
Specialized instruction designed to develop or enhance competencies commonly associated with those who perform sales tasks in a consumer service enterprise.

04.1599 Personal Services Marketing, Other
(Specify)

04.16 Petroleum Marketing

Organized subject matter and learning experiences related to the various marketing functions and tasks performed by employees, including management personnel, in retail and wholesale establishments engaged in the distribution of petroleum products.

04.1601 Service Station Operation
Specialized instruction designed to develop or enhance competencies involved in marketing at retail gasoline, lubricating oils, and related products in automobile and marine service stations.

04.1802 Petroleum Wholesaling

Specialized instruction designed to develop or enhance competencies involved in marketing at wholesale packaged and bottled petroleum products and gasoline from bulk liquid storage facilities and terminals.

04.1899 Petroleum Marketing, Other

(Specify)

04.17 Real Estate Marketing

Organized subject matter and learning experiences related to the marketing functions and tasks performed by personnel who act for themselves or as agents for others in real estate brokerages or other firms engaged in buying, selling, appraising, renting, managing, and leasing of real property.

04.1701 Residential

Specialized instruction designed to develop or enhance competencies necessary to facilitate and transact transfers of ownership of housing units for residential occupancy, including recreational properties.

04.1702 Commercial

Specialized instruction designed to develop or enhance competencies necessary to facilitate and transact transfers of ownership or the leasing of land, nonresidential buildings, and other commercial properties.

04.1703 Property Management

Specialized instruction designed to develop or enhance competencies associated with the operation and management of rental properties, including houses, apartments, condominiums, residential mobile homes, nonresidential buildings.

04.1799 Real Estate Marketing, Other

(Specify)

04.18 Recreation Marketing

Organized subject matter and learning experiences related to the various marketing functions and tasks performed by employees, including management personnel, in establishments primarily engaged in providing amusement, recreation, entertainment, sporting, or sightseeing services on a payment of a fee or admission charge, including sporting and recreational facilities other than resort accommodations, or in retail or wholesale establishments marketing recreational supplies and equipment, such as sporting goods.

04.1801 Marketing of Recreational Products

Specialized instruction designed to develop or enhance competencies involved in selling or renting a special or full line of supplies and equipment, other than vehicles, used for recreational or sporting purposes.

04.1802 Marketing of Recreational Services

Specialized instruction designed to develop or enhance competencies commonly associated with those who perform sales and marketing tasks in an enterprise which caters to the recreational needs of people.

04.1803 Management of Recreational Enterprises

Specialized instruction designed to develop or enhance competencies by those who undertake or who are responsible for the management of an enterprise devoted to the provision of a form of recreation.

04.1899 Recreation Marketing, Other

(Specify)

04.19 Transportation and Travel Marketing

Organized subject matter and learning experiences related to the physical movement of people, personal effects, and products, and the marketing functions and tasks performed by employees, including management personnel, in enterprises engaged in passenger and freight transportation, travel services, warehousing, and other services incidental to transportation, travel, or tourism.

04.1901 Freight Transportation

Specialized instruction designed to develop or enhance competencies associated with the provision of any form of transport used for the physical movement of raw materials, products, and personal effects.

04.1902 Passenger Transportation

Specialized instruction designed to develop or enhance competencies associated with the provision of any form of transport used primarily for the transportation of people.

04.1903 Tourism

Specialized instruction designed to develop or enhance competencies associated with persons in any business or institution who assume initiatives for stimulating the local economy through tourism.

04.1904 Travel Services

Specialized instruction designed to develop or enhance competencies involved in furnishing travel information, acting as agents in arranging tour and transportation for passengers or acting as independent ticket agencies for transportation carriers.

04.1905 Warehousing

Specialized instruction designed to develop or enhance competencies associated with the storage of farm products, furniture and other household goods, or commercial products of any nature.

04.1999 Transportation and Travel Marketing, Other

(Specify)

04.20 Business Services Marketing

Organized subject matter and learning experiences related to the marketing functions and tasks performed by employees, including management personnel, in firms primarily engaged in providing services, not elsewhere classified, to business establishments on a fee or contract basis, such as sales, buying, marketing research, management and consulting services, protective services, public relations, financial services, building maintenance, employment services, and equipment rental and leasing.

04.2001 Management of Business Service Enterprises

Specialized instruction designed to develop or enhance competencies of those who undertake or who are responsible for the management of an enterprise which furnishes a service to a business organization.

04.2002 Marketing of Business Services

Specialized instruction designed to develop or enhance competencies associated with the marketing tasks performed by a business service enterprise.

04.2099 Business Services Marketing, Other

(Specify)

04.21 Business Ownership (Entrepreneurship)

Organized subject matter and learning experiences related to the marketing functions and tasks, with particular emphasis on financing and management, performed by persons who undertake the formation and operation of an enterprise, including franchise operations, for the purpose of marketing a product line or service, and assume the social and legal responsibilities and the risks involved in the conduct of an enterprise.

04.22 General Marketing

Organized subject matter and learning experiences concerned with the general application of marketing functions, principles, practices, and procedures without particular emphasis on the kind of environment in which the marketing functions are performed or the kind of products or services involved. The basic knowledges, skills, and attitudes developed in this instructional program are applicable in a variety of industries.

04.2201 Retailing

Generalized instruction to prepare persons to enter employment in retail establishments or advance to more specialized training.

04.2202 Wholesaling

Generalized instruction to prepare persons to enter employment in wholesale establishments or advance to more specialized training.

04.2203 Sales

Generalized instruction to prepare persons to enter employment in a selling capacity in any industry or advance to more specialized training.

04.2299 General Marketing, Other

(Specify)

04.99 Sales and Marketing, Other (Specify)

Include here other specialized instructional programs involving organized subject matter and learning experiences which emphasize marketing functions and tasks performed by employees, including management personnel, in a specific industry not otherwise listed or classifiable in one of the above instructional programs.

Section 6

Instructional Framework

....addresses total student and employer needs for competent job performance

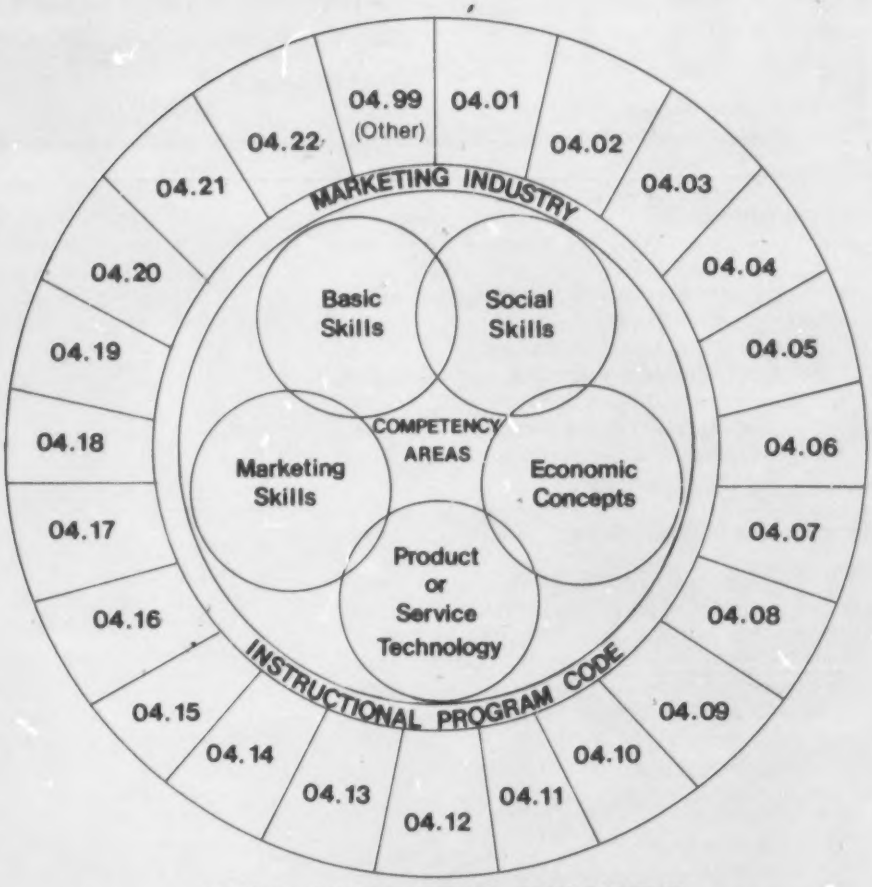
The instructional objectives for distributive education grow out of a conceptual framework with three major dimensions: (1) five broad marketing competency areas, (2) 23 marketing and distribution instructional program codes, and (3) four levels of marketing employment. In order to make curriculum and instructional decisions to meet student and employer needs, each component in the framework is considered separately and in relationship to the other two components.

Broad Competency Areas

The following categories of instruction (called competency areas) are recognized as representing the primary dimensions of competencies exhibited by persons engaged in the total cluster of marketing and distribution occupations. None is performed independently. Combined, they represent the scope of successful performance in a marketing occupation or in a subcluster of marketing occupations.

1. **Marketing Skills**
   Marketing is the instructional discipline of distribution. It provides the body of knowledge common to all distributive occupations. This competency area is segmented to reflect the functions of marketing: selling, sales promotion, buying, operations (sales-supporting activities), marketing research, and marketing management. The application of these functions is adapted to the unique environment of each respective subcluster of marketing occupations. Techniques and requirements may vary but the principles remain constant.
2. **Product or Service Technology Skills**
   Product or service technology refers to the particular product(s) or service(s) representative of each subcluster of marketing occupations. Persons performing marketing tasks do so in relation to a product or service and therefore, must know the product or service in sufficient depth in order to help consumers or users reach buying decisions.
3. **Social Skills**
   This competency area deals with the personal effectiveness of marketing employees in relation to customers, to the business, to other employees, and to job activities. This competency area is emphasized because distribution is people-oriented, not machine-oriented. All subclusters of marketing occupations involve a concern for employability factors: ethics, human relations, supervisory skills and leadership are expressed in each respective marketing environment.
4. **Basic Skills**
   This competency area is associated with the basic skills of mathematics and the communication skills of reading, listening, speaking and writing. These skills are applied to the practices, terminology, and requirements of each subcluster of marketing occupations. These skills are essential to the performance of marketing tasks, although the degree of application may vary from one marketing occupation to another.
5. **Economic Concepts of Private Enterprise**
   This competency area is associated with the development of knowledges and attitudes about the competitive enterprise system which controls marketing behavior. It is also concerned with general awareness of the importance of marketing in the economic cycle of production, distribution, and consumption. The knowledge that marketing generates economic value for the efforts of production and the creation of services requiring trained personal skills is basic to economic understanding. This competency

Figure 3:
INSTRUCTIONAL PROGRAM FRAMEWORK FOR DISTRIBUTIVE EDUCATION



LEVELS OF MARKETING EMPLOYMENT

Threshold Employment	Career Sustaining Employment	Specialization Employment	Entrepreneurial Employment
LEVEL I	LEVEL II	LEVEL III	LEVEL IV

The distributive education instructional framework interlocks the five competency areas of marketing skills, basic skills, social skills, product or service technology and economic concepts with 22 instructional programs and the 4 levels of employment in marketing and distribution. The 22 instructional programs are described in Section 5.

area relates, as well, to one's ability to assess individual progress within a chosen subcluster of marketing occupations or within the total marketing and distribution cluster.

Relationship of Instructional Framework Components

Broad instructional objectives in distributive education are developed by analyzing each competency area according to the requirements for clusters of related occupations in each of the 22 identified instructional programs. Objectives are developed also to reflect the progressive complexity in competencies required for the four levels of employment in marketing and distribution: (1) threshold, (2) career substaining, (3) specialization, and (4) entrepreneurial employment.

Figure 3 shows the relationship among the five competency areas, the 22 instructional programs, and the four levels of employment.

Curriculum Guide For Analysis of Occupations

Instructional plans may be developed by analyzing the requirements for each subcluster of occupations in the 22 identified instructional programs in terms of each competency area and the level of employment for which instruction is being prepared. When competencies are identified in this way, the selection of learning objectives which should be included at each level of preparation is facilitated.

Such a curriculum guide may be made for each of the 22 identified industries in which marketing and distribution occupations are most often found. The Curriculum Guide which follows provides a basis for identifying course objectives and content. The analysis is developed to show the progressive complexity in competencies required in preparation for employment in marketing and distribution. The questions and answers are intended to serve as a general guide for developing learning objectives in any of the marketing industry categories. Each question might be answered in relation to employees, employers, customers, company goals, and specialized procedures and characteristics. The degree of competence to be achieved depends upon the level of the student's occupational objective. Questions (and answers) suggested in this Guide should be deleted and/or others added according to the OE Code being analyzed. Questions and responses will vary, depending on the nature of the business (wholesaling, retailing, service, manufacturing) and the marketing industry.

Curriculum Guide for Analysis of Occupations

I. Marketing Skills

A. Selling—communicating facts, influencing buying decisions, and providing required services.

1. Level I—What responsibilities are required in selling?

a. Handling customers
b. Showing products
c. Offering services
d. Making sales
e. Building goodwill

2. Level II—What is required of the sales advisor?

a. Building a clientele
b. Handling objections
c. Getting the buying decision
d. Controlling costs
e. Reflecting policies
f. Meeting quotas

3. Levels III and IV—What is required of the sales manager or business owner?

a. Setting selling goals
b. Training salespeople
c. Reaching mutually profitable decisions

d. Managing sales staff
e. Conducting market surveys

B. Sales Promotion—advertising, display, special events, and public relations

1. Level I Occupations—What is required to participate in sales promotion activities?

a. Maintaining selling aids—signs, mannequins, fixtures
b. Creating point of sale materials and simple display props
c. Checking quantities of advertised merchandise
d. Arranging advertised merchandise on counters, tables, or shelves
e. Keeping informed on sales promotion activities

2. Level II Occupations—What is required to coordinate sales promotion activities with personal selling?

a. Knowing location of advertised merchandise
b. Checking selling points of advertised or display merchandise
c. Informing customers of special events
d. Replacing or rearranging interior displays as merchandise is sold from them
e. Anticipating trade and seasonal emphases

3. Levels III and IV Occupations—What is required to plan and evaluate sales promotion activities?

a. Selecting suitable merchandise for advertising or display
b. Checking advertising proofs
c. Analyzing results of certain advertisements
d. Planning for special events and public relations activities
e. Maintaining a check on competitors' promotions

C. Merchandising—planning, obtaining, and controlling manufactured goods or raw materials for resale or processing.

1. Level I Occupations—What is required to support the buying process?

a. Careful handling of merchandise to reduce markdowns
b. Keeping buyer informed on low quantity points of staple stock
c. Participating in merchandise count for physical inventory
d. Following control procedure

2. Level II Occupations—What is required to implement buying activities?

a. Maintaining customer "want" lists and keeping buyer informed
b. Keeping record of merchandise sold by classification—use of ticket stubs or special form
c. Assisting in preparing for inventory
d. Handling special orders for customers

3. Levels III and IV Occupations—What is required to make buying decisions?

a. Knowing "open-to-buy"
b. Preparing merchandise plan by seasons
c. Preparing and maintaining a model stock plan
d. Knowing sources of information on economic indicators to forecast expected sales
e. Maintaining sales records for years past
f. Knowing available resources and characteristics of individual manufacturing firms
g. Keeping up to date on trends through trade journal reading and buying office aids

D. Operations—handling products; security; customer services; purchasing supplies; and using equipment, supplies, and services

1. Level I Occupations—What is required to identify and use sales-supporting activities?

a. Avoiding waste of supplies—wrapping materials, pencils, forms
b. Adhering to safety measures and policies
c. Using or operating special equipment—conveyor belt, price ticket machine
d. Receiving, checking, and marking merchandise
e. Wrapping merchandise to return to vendor and to give to customer; wrapping gifts
f. Assisting in delivery procedures
g. Carrying merchandise for customers to central points or to automobiles

2. Level II Occupations—What is required to be discerning in the use of sales-supporting activities?

a. Knowing appropriate times to suggest special services to customers
b. Being familiar with procedures for layaway, "will call," gift wrapping, delivery, lost and found, adjustments
c. Following company policy regarding shoplifting prevention
d. Conserving supplies—sales books, pencils, special forms

e. Adhering to safety policies and helping co-workers to do so
f. Maintaining stock classifications

3. Levels III and IV Occupations—What is required to improve operational procedures?

a. Knowing available cost reduction techniques
b. Analyzing efficiency of existing customer services
c. Determining need for increase or decrease in services offered
d. Training employees in shoplifting prevention policies, safety measures, and use of supplies and equipment
e. Supervising employees engaged in sales-supporting activities
f. Keeping informed on merchandising trends

E. Marketing Research—helping to determine the climate for selling goods and services and for practical research techniques.

1. Level I Occupations—What is required to recognize where improvements can be made?
a. Looking for easier ways to increase speed and efficiency of operation
b. Maintaining simple records of pertinent factors, such as amount of supplies used over a given period, number of items sold of a certain style or classification, or times of heaviest customer traffic.
c. Keeping supervisor informed of possible improvement areas noted from observation or simple record-keeping

2. Level II Occupations—What is required to identify and study problems?

a. Analyzing customer objectives to determine significant trends
b. Analyzing adjustments to determine merchandise needing to be returned to manufacturer, nature of complaints, and underlying causes
c. Observing peak shopping periods and relationship to floor coverage by salespeople at these times
d. Maintaining sales records to determine best item sellers, probable markdown items, and lost sales as result of not having particular merchandise on hand
e. Keeping up to date on trends in product line and relating trends to merchandise purchased for own store or department

3. Levels III and IV Occupations—What is required to interpret and apply research findings?

a. Organizing basic statistical information into appropriate categories for analysis
b. Conducting meetings to determine from employees possible areas for improvement and suggested ways of handling
c. Knowing effective methods of presentation of research findings to management
d. Conducting experimental procedures to remedy problem situations

F. Marketing Management—policies, organization, personnel, and financing.

1. Level I Occupations—What is required to respond to management decisions?

a. Adhering to company policies
b. Following established channels of communications and authority
c. Understanding importance of one's own occupational duties
d. Facilitating the speed of moving merchandise to selling floor
e. Reacting constructively to change

2. Level II Occupations—What is required to implement management decisions?

a. Interpreting policies to new co-workers
b. Performing and understanding one's own occupation relative to the responsibilities of other personnel
c. Participating in special meetings and programs initiated by management
d. Stimulating esprit de corps
e. Maintaining unit or dollar quotas
f. Understanding legislation affecting employee performance

3. Levels III and IV Occupations—What is required to occupy a liaison position with management or to own a business?

a. Conducting initial and followup training concerning company policies and procedures
b. Analyzing the efficiency and effectiveness of relationships among functions, personnel, and physical factors in the organizational plan
c. Establishing policies and/or interpreting management's policies, decisions, and plans to employees and bringing employee problems, attitudes, or suggestions to the attention of management

d. Performing or assisting management in performing the financing function—preparing reports necessary for profit and loss statements, facilitating customer credit procedures

II. Competency in Product or Service Technology—product knowledge, service knowledge, and special techniques

A. Level I Occupations—What is required in the manipulative skills of the technology?

1. Using correct procedures to handle product carefully
2. Stocking product on counters, tables, racks, or shelves
3. Using correct wrapping and packing procedures for product
4. Following established stock system for product—size, color, style, classification arrangements
5. Using equipment, catalog, rate guides

B. Level II Occupations—What is required in the substantive knowledge of the technology?

1. Understanding facts about manufacturing process, characteristics, advantages and disadvantages, care and cautions in use of the product
2. Interpreting product in terms which appeal to customers
3. Knowing what facets of knowledge of the product to use with different customers
4. Adapting to individual customers' needs for information and value
5. Identifying strengths of the product in relation to all job duties

C. Levels III and IV Occupations—What is required to analyze the efficiency of the technology?

1. Analyzing merchandise returned as unsatisfactory by customers to determine reasons for poor performance
2. Knowing how to coordinate product with related items, especially for "big ticket" merchandise or service (interior decorating knowledge for home furnishing products; landscaping knowledge for nursery products)
3. Comparing product with competitors' products (comparison shopping as one activity)
4. Analyzing product in relation to recent trends (fashion or style, innovations, novelty appeal)
5. Training employees in product knowledge

III. Competency in Social Skills—personal attributes, ethical conduct, human relations, supervision, and leadership

A. Level I Occupations—What is required in business social skills?

1. Dressing appropriately for the job and being well-groomed
2. Maintaining good health for effective job performance
3. Developing the personality traits necessary for success in the job, especially honesty, dependability, and loyalty
4. Using correct procedures in applying for a job
5. Representing the business positively to customers and friends

B. Level II Occupations—What is required in human relations and ethical conduct?

1. Adapting to the personality and needs of customers
2. Avoiding misrepresentation of people, products, and policies
3. Understanding the needs and motivations of co-workers and self
4. Working cooperatively with supervisors and management
5. Maintaining an objective point of view in problem situations

C. Levels III and IV Occupations—What is required in supervision and leadership?

1. Establishing or interpreting management's policies and employees' problems
2. Building morale
3. Training and follow-up of employees
4. Interviewing and handling corrections and grievances
5. Working cooperatively with supervisors, management, and employees

IV. Competency in Basic Skills—mathematics and communications

A. Level I Occupations—What is required in using the basic skills accurately?

1. Understanding basic arithmetical processes
2. Making change and using the cash register
3. Writing and speaking clearly
4. Knowing correct telephone usage
5. Listening and following directions

B. Level II Occupations—What is required to facilitate using basic skills?

1. Using mathematics proficiently on the job—in preparing sales tickets and recording sales, computing employee discounts, shipping charges, alteration expenses, layaway tickets
2. Understanding key principles in mathematics of distribution, such as markup and profit
3. Communicating effectively with customers, co-workers and supervisors
4. Using the telephone correctly
5. Using the terminology of distribution and developing a vocabulary descriptive of the product or service

C. Levels III and IV Occupations—What is required in ability to interpret records and reports?

1. Understanding the mathematical factors involved in retail method of inventory
2. Understanding procedures in preparing purchase orders
3. Knowing policies and procedures of the particular firm concerning pricing, shipping arrangements, markdowns, allowable expenses, accounts payable, and compensation
4. Selecting pertinent factors from a statistical or written report
5. Synthesizing several reports into a composite report, statement, or presentation for management

V. Competency in the Economic Concepts of Private Enterprise—channels of distribution, job opportunities in distribution, and marketing in a private enterprise system

A. Level I Occupations—What is required to identify distributive activities and opportunities?

1. Knowing the meaning of distribution
2. Understanding the kinds of activities involved in distribution
3. Understanding how distributive activities affect the individual in a free economy
4. Being aware of employment opportunities in marketing and distribution, and how these jobs are classified, and qualifications needed for employment in each classification
5. Applying the concepts of consumer decisionmaking, competition, profits, and risk to marketing

B. Level II Occupations—What is required to relate distributive functions to each other and to the economy?

1. Understanding the relationship of marketing to production and consumption
2. Understanding the meaning of gross national product and its relationship to marketing
3. Knowing the channels of distribution and being able to determine appropriate channels for different products and services
4. Understanding marketing functions and their interrelationships
5. Applying the concepts of consumer decisionmaking, competition, profits, and risk to marketing

C. Levels III and IV Occupations—What is required to reconcile privileges with responsibilities in a free economy?

1. Understanding the role of a citizen in a free economy, including privileges, restrictions, and responsibilities
2. Understanding the role of local, state, and federal government in a private enterprise system
3. Comparing the role of the citizen and the government in a free economy with citizenship in other economies
4. Applying the concepts of consumer decisionmaking, competition, profits, risk, and entrepreneurship to management responsibilities

Note: Responses to suggested questions throughout will vary according to the marketing occupation or industry being analyzed.

Section 7

Primary Methods of Instruction

....bring vocational relevancy to learning

The achievement of learning objectives in distributive education is dependent upon three methods of delivering instruction: vocationally-oriented classroom instruction and extensions of classroom instruction into practical settings through the project and/or cooperative methods.

Vocationally-Oriented Classroom Instruction

Regular classroom instruction managed by a qualified distributive education teacher-coordinator is required for the attainment of learning objectives. Patterns for classroom instruction vary with the educational setting for secondary, postsecondary and adult students. Instruction may be organized to provide large group, small group, or individualized instruction with carefully planned activities to help students apply learning to their occupational objectives. Classroom instruction is designed to teach the functions and concepts of marketing, social and basic skills, and the economic concepts of private enterprise which all marketing workers should learn. Classroom instruction in specialized programs adds the extra dimension of procedures and practices in particular marketing industries. Individualized or small group experiences give students opportunities to apply product and service technology skills to their own products or service areas and to practice skills in communications and human relations. Classroom learning experiences include oral and written communications, reading, role playing, completing learning activity packages, case study analysis and simulations. Appropriate activities are included to develop decisionmaking skills at the appropriate level of employment.

The Cooperative Method

The term "cooperative" describes a working relationship between the marketing community and educational institutions. Distributive education teacher-coordinators and marketing employers work together to develop individualized on-the-job learning experiences to reinforce classroom learning in preparatory programs. Training sponsors are appointed at the work station to coordinate employment experiences. Training sponsors, teacher-coordinators, and students confer regularly to plan and evaluate student experiences in the training station. Training plans are cooperatively developed to identify competencies, plan activities, and evaluate experiences which are scheduled for on-the-job completion. Students receive academic credit for cooperative education experiences which occur during the school day. Regular part-time employment enables students to apply and test their mastery of competencies in sequenced experiences on the job.

The Project Method

This method of vocational application involves the investigation and solution of problems, or the application of classroom learning through a project or practical unit of instruction related to an individual's occupational objective. Projects provide series of occupationally related experiences, both simulated and real, which are designed to lead students not involved in regularly scheduled cooperative employment toward their occupational objectives. They are coordinated by the teacher-coordinator with classroom instruction and completed in project or classroom laboratory time scheduled in addition to the classroom

period. Competencies are identified and activities are listed on project training records and developed in cooperation with students and appropriate consultants in the school or business community. The project training record serves as a planning and evaluation form and as a record of vocational experiences useful in obtaining regular employment. Students receive academic credit for project completion, dependent upon the amount of time needed to complete the projects outside the regular class period and under the direction of the teacher-coordinator who serves as the training sponsor. Project experiences may include directed observation, analysis and evaluation of marketing and distribution situations, collection of data for problem solving, practice, role playing, or skills development.

Section 8

DECA · Distributive Education Clubs of America

....completes the experience environment

The distributive education student organization, Distributive Education Clubs of America, is an integral part of the instructional program and can be an effective student motivator. DECA is a nonprofit, school-centered, self-supporting student organization which is designed to develop future leaders for marketing and distribution. Students in a distributive education program with the teacher-coordinator as advisor, form a local DECA chapter, elect officers, and plan a local program of work for the year.

The DECA insignia, a diamond centered with a wrapped package, reflects the purposes of the student organization; the points of the diamond symbolize vocational understanding,, civic consciousness, social intelligence, and leadership development. The wrapped package symbolizes the product or service in the hands of the final consumer, the ultimate goal in marketing and distribution.

Program of Activities

Local DECA chapters, State associations, and the National organization are viewed as indispensable for the development of certain competencies essential to success in a marketing environment. Thus, the local chapter is an integral part of the distributive education program at both the secondary and postsecondary levels. The chapter activities complement, supplement, and strengthen instruction. Combined with classroom instruction and cooperative or project vocational application experiences, DECA activities round out and enrich the total instructional program. The organization activities provide opportunities for developing competencies in each of the five broad competency areas. The National office provides a variety of resource materials to assist in the operation of DECA chapters.

DECA activities provide opportunities for interpreting the learning outcomes of distributive education to the school population and to the parents and business leaders in the community. DECA's competency-based competitive events program for secondary and postsecondary students is increasingly important in providing a real or simulated environment for demonstrating occupational competencies. The events are organized by specific industry categories following the instructional programs listed in Section 5. The competitive events provide opportunities for students to demonstrate competencies across the broad competency areas, thus serving as culminating experiences which grow out of the instructional program. These events provide realistic evaluation of learning as well as awards and recognition for student participation and achievement.

DECA Membership Divisions

Membership is available to preparatory students through the High School and Postsecondary DECA Divisions. The Professional Division of DECA addresses the needs of chapter advisors and the Alumni Division serves graduates of secondary and postsecondary programs.

The Collegiate Division is open to college-level students preparing to teach distributive education. This division provides experiences to assist future local chapter advisors to develop the competencies necessary in that role.

Advising a DECA Chapter

The role of the teacher-coordinator as advisor for a local DECA chapter is recognized as a co-curricular responsibility whose principal value lies

in use of the student organization as an instrument of teaching and motivation. Pre-service teacher education programs provide a structure and related learning experiences to help future distributive education teachers acquire the competencies associated with DECA advisorship. It is equally important that administrators recognize the student benefits which may accrue to DECA members and that they assign responsibility for DECA to advisors. Encouragement and support by administrators is critical for the attainment of the following DECA advisor obligations:

- To develop a respect among DECA members for education in marketing and distribution as it contributes to occupational competence
- To promote understanding and appreciation for the responsibilities of citizens in our private, competitive enterprise system
- To organize a DECA chapter and to develop a program of appropriate student activities
- To teach DECA members to use parliamentary procedure in group meetings
- To plan DECA activities for (1) vocational understanding, (2) social intelligence, (3) civic consciousness, and (4) leadership development
- To teach students to manage the financial affairs of the DECA organization
- To prepare DECA members for holding office and to coordinate their activities while in office
- To prepare DECA members for participating in competitive events at the local, state and national levels
- To plan and supervise local, district and/or state DECA conferences
- To manage the public relations activities for DECA at the local level
- To coordinate DECA activities with sponsors of other student organizations in the school.

Section 9

Organization of Instruction

....good packaging provides students with options

The distributive education instructional programs at the high school, postsecondary, and adult levels should be organized to serve the diverse needs of students as they prepare for employment in marketing and distribution.

Secondary Instruction

Distributive education in secondary schools may be offered to public and private school students in a one-, two-, or three-year sequence. The instructional sequence usually progresses from general marketing courses to more concentrated preparation for specific occupations in a particular marketing industry.

Initial preparatory courses, offered at grade 10 and/or 11, are generally organized as prerequisites with course titles that reflect generalizable marketing content. On Federal reporting forms, enrollments in these courses are reported, but not by instructional program codes listed in Section 5. On occasion, courses for specific jobs by industry category are made available. Enrollment in such "job-skills" programs would be reported by instructional program code. These initial courses, while intended as foundations for 12th grade course(s), do provide students with the basic requirements for threshold employment.

Courses offered at the 12th grade should be responsive to the specific marketing occupational objectives of the students to be served. The occupational objective is the intended employment outcome of training as stated by the individual student, or implied. State policy will determine the specific courses, services, or activities that begin the sequence of instruction designed to meet a specific occupational objective.

Programs may be offered for any of the OE 04 Codes. Where sufficient numbers of students have the same occupational objective, specialized course options, such as 04.10 Home Furnishings Marketing, 04.16 Petroleum Marketing, or 04.11 Hotel, Motel, and Lodging Services may be offered. This type of program organization is encouraged, as a means of serving specialized student interests and matching labor market needs.

If enrollment is sufficient for only one 12th grade course and the occupational objectives are diverse, then it is incumbent upon the teacher to direct multiple instructional programs and to report accordingly. If the course is not industry specific, the program code 04.22, General Marketing may be used for reporting purposes. At the point where students elect their marketing occupational objectives, the objective of the instruction should reflect preparation for a level of employment.

Figure 4 illustrates one option for the organization of instruction in secondary schools.

Postsecondary Instruction

Postsecondary programs offer 1- and 2-year curriculums at grade levels 13 and 14 for persons who have completed or left the secondary school. Students are usually enrolled in several related courses leading to a one-year certificate or to an associate, technical arts, or other two-year degree. Although the programs are primarily designed for full-time students, they are typically flexible enough to accommodate part-time students who are employed and seeking occupational mobility.

Courses are most often specialized by OE Codes which are reponsive to the marketing occupational objectives of the students to be served and to the employment needs of the industries in the marketing and distribution cluster. Although

Figure 4:
ORGANIZATION OF DISTRIBUTIVE EDUCATION INSTRUCTION IN SECONDARY SCHOOLS

Grade 10 and/or 11
Initial Preparatory Program

Preparation for Level I occupational objectives
Prerequisite for Grade 12

Possible course categories:

1. General Marketing (04.22)
2. Specific Industry Option(s)
   (for example, Food Marketing (04.06), offering preparation for such occupations as stock clerk or cashier-checker in food stores)
3. Prerequisite courses (associated with more than one 04.00 instructional program)

Grade 12—
Advanced Preparatory Program

Preparation for Level II occupational objectives

Possible course categories:

1. General marketing (04.22)
2. Specific Industry Option(s)
   (for example, Food Marketing (04.06), offering preparation for such occupations as assistant produce manager, or assistant grocery manager)
   All students share the same vocational objective.
3. Multi-occupational class(es) wherein a number of 04.00 codes are offered. (The number of instructional programs represented is determined by the specific vocational objectives held by students.)

persons enrolled in postsecondary programs may be expected to have Level III occupational objectives, most need to build upon Level II competencies before advancing to preparation for mid-management employment. Postsecondary instruction should also be available for students who may not have been previously employed in marketing or enrolled in distributive education programs at the secondary level and who, therefore, may even have Level I occupational objectives. Most, however, should be accommodated to reach Level II employment goals. Careful articulation between postsecondary and secondary preparatory programs is necessary so that instructional objectives and occupational experiences in behalf of the student are progressive from one level to another.

Preparation for Level IV entrepreneurial jobs is also provided in postsecondary programs. Courses and related occupational experiences are offered to develop the competencies needed for owning or managing a marketing business.

Postsecondary programs are organized to provide several outcomes for existing students:

- Immediate employment in specialized marketing industry occupations at the mid-management level (Level III)
- Mastery of decisionmaking and problem-solving skills associated with the marketing functions and crucial to managerial positions
- Preparation to accommodate student vocational objectives in specific marketing functions within appropriate marketing industries.
- Preparation for entrepreneurship in marketing
- Opportunity to qualify for related programs leading to the baccalaureate degree

Adult Instruction

Adult instruction serves persons who are or have been employed. Service to adult students is an integral component of a comprehensive, responsive distributive education program. Instruction organized for adults provides courses which can be important at several points in their careers. Preparatory courses can be provided prior to entry or re-entry into the field of marketing. Supplementary courses are provided for persons currently employed in marketing in preparation for occupational advancement or for lateral movement within an industry or across industries.

The need for preparatory instruction by adults may originate from economic or business changes which create unemployment in another cluster of occupations; from re-entry into the labor market after childbearing or retirement; or from the need to supplement a non-marketing occupation with marketing employment. Such adult students can be assumed to be motivated, goal-oriented, occupationally experienced, and worthy of enrollment. Specific content decisions for this group of students should reflect the specific employment conditions in the local community. It

is important to offer instructional programs as suggested by the OE Codes for entry into the marketing industries for which employment opportunities exist or promise to develop.

Supplementary courses are offered for adults wishing to refresh and update competencies needed in their employment and for those seeking new and/or specialized competencies necessary to continuing employment or promotion. Courses for updating purposes emphasize current practices and trends in the marketing industries in which students are employed. The courses are of a length appropriate to part-time study and to the students' objectives. Courses planned for long-range development emphasize competencies to update or enrich current abilities, or those needed for advancement. These courses are often arranged in series of short modules sequenced over several weeks or months, as appropriate.

Adult instruction may be offered during the working day for employed students, near their places of employment, in community centers, or in buildings housing full-time students. During evening hours, classes may be held on school or college campuses, or in other facilities available for training and development, such as municipal or business meeting rooms, churches, and community or association meeting rooms.

The adult programs include courses of varying lengths, designed to fit the needs of specific groups. Courses may be designed to lead to a certificate of completion or to some other form of recognition. The classes may be taught by distributive education personnel in daytime or evening as a part of their regular assignments, or for additional remuneration. Specialized courses may be taught by persons who are regularly employed in a particular marketing function or industry and who are willing to serve as part-time instructors. Course expenses are typically paid from enrollment fees.

Education to develop personal and professional competence is recognized today as a life-long process. The organization of adult distributive education courses responds to the need of clients for continuing education to develop occupational competence in marketing and distribution.

Section 10

Relationships With The Community

....partnerships are the thing of the present

The support of marketing businesses and social agencies in the local community is necessary if the distributive education program is to help all students reach their occupational objectives. At the same time, the distributive education program provides important services to the business community by improving employee competence and by preparing workers for marketing jobs. When a strong cooperative relationship is built with the community, the distributive educator is able to provide needed services to students and to develop community understanding of, and confidence in, distributive education at the same time.

Business Community Involvement

Participating businesses in the marketing community contribute to the distributive education program by providing training stations where students receive related job training; by designating training sponsors who supervise students' cooperative work experiences; by acting as program advisors, and by serving as resource persons who assist the teacher-coordinator in planning and carrying out learning experiences related to classroom or DECA activities. These important contributions assist in establishing a learning environment for distributive education in the community.

Advisory Committees

A useful tool for bridging the interests of the educational and business communities is the local DE Advisory Committee. Composed of marketing representatives, the committee is charged with assisting the local education agency or postsecondary institution in establishing a desirable environment for distributive education in the local community. Its major tasks are usually related to identifying employment opportunities for DE students, establishing standards for training stations and identifying new ones, validating or identifying job competencies as a basis for classroom and on-the-job instruction, and evaluating program effectiveness.

Members of advisory committees should be selected according to their potential ability to assist in accomplishing the designated purposes. Ideally, memberships should be made up of representatives of marketing workers as well as management personnel. Members are usually appointed by the chief school administrator and the chief executive of the firm they represent. Any school representatives on the committee should serve as ex-officio members. Expanding program options suggest the appointment of advisory groups by marketing industry.

Social Agency Involvement

The distributive education program enrolls individuals whose abilities, motivations, job maturity, and previous experiences vary; therefore, special services and assistance must be extended to persons with physical, economic or academic handicaps to enable them to succeed in the program.

Where possible, special needs populations should be served in regular programs. Special agencies in the community may be willing to assist in providing supportive services and in designing activities or methods to help these special populations achieve the same learning outcomes and gainful employment sought for all students.

Section 11

Duties of Distributive Education Teacher

....expectations are high when all parties know the rules of the game

Student success in distributive education programs depends upon the competence and enthusiasm of the teacher. Unfortunately, some interpret distributive education as a vehicle for providing work experience and therefore discount the unique tasks and competencies required of distributive teachers.

Distributive education teachers must manage several unique responsibilities. They are, at the same time, experienced marketers, managers of competency-based instruction, coordinators of occupational experiences, educational administrators, career counselors, and DECA chapter advisors. While it is accepted that every teacher cannot be equally proficient in each area of responsibility, it is generally agreed that full service to students requires careful and regular attention to each realm of responsibility.

Teachers of Marketing

Heading the list is the ability to teach from a content base of marketing. It is extremely important that distributive education teachers have competence in one or more marketing industries as well as in-depth knowledge of the marketing functions. The required competence should have developed through formal courses in marketing as a part of the baccalaureate degree and through occupational experience in one or more industries. The implementation of specialized program options requires the employment of teachers who are trained in specific marketing industries.

Managers of Competency-Based Instruction

The quality of the instruction depends upon teachers capable of planning and managing competency-based instruction in group and individualized settings. The curriculum development and instructional process in competency-based instruction requires skill in: (1) task analysis procedures, (2) stating performance objectives, (3) identifying prerequisite knowledges and skills, (4) selecting appropriate learning experiences and resource materials, and (5) developing evaluation measures.

Distributive education teachers at the secondary and postsecondary levels should be fully approved to teach distributive education whether they utilize the cooperative or project methods of vocational application. Adult instructors should be thoroughly competent in their fields of specialization and should be willing to receive instruction in methods of teaching from the local distributive education staff.

Coordinators of Occupational Experiences

The responsibility of the distributive education teacher for coordination of vocational application experiences is critical to the preparation and upgrading of workers for marketing and distribution. Some of the specific coordination tasks are:

- Becoming thoroughly familiar with the marketing community, with particular emphasis on those businesses related to student occupational objectives
- Planning on-the-job or project experiences with training sponsors in cooperating businesses
- Correlating classroom instruction with on-the-job or project experiences to help students reach their objectives
- Assessing student progress in cooperative or project experiences as well as in the classroom

- Working closely with training agencies to help them become active partners in the preparation and/or upgrading of distributive education students

Educational Administrators

A wide variety of administrative responsibilities includes program planning, budgeting, promotional activities, reporting, and evaluating.

Distributive education teachers establish objectives for the high school or postsecondary program, for the DECA chapter, and for adult courses; they develop strategies and action plans for achieving the objectives, including budget planning for adult classes, DECA activities, and purchase of resource materials and equipment. The role of interpreting the distributive education program to the school and community populations is an administrative function which builds cooperative relationships and support for the program.

Accurate records of enrollments are required for State and Federal reporting and program evaluation. It is important that the teacher devise manageable recordkeeping systems in order to collect the data required. Since students are scheduled for individualized work experiences and have unique sets of competencies to master depending on occupational objectives, three types of student records have proven to be useful: (1) training plans, (2) weekly production reports, and (3) student personnel folders.

Training Plans. Training plans detail the tasks to be learned by individual students and may suggest learning activities for each task. Not only do the plans serve as documents for structuring learning experiences, but also they help employers, students, and teachers record and evaluate tasks in an orderly sequence as they are completed. The plans are usually maintained by students, thus helping them to develop responsibility for their own learning and progress.

Weekly Production Report. Since it is usually impossible for the teacher to make personal visits to all training stations each week, production reports may be used for recording hours of work, earnings, types of activities in which the student-worker has engaged, and a brief statement of progress. The weekly appraisal provides an avenue for regular communication between the school and the training station.

Student Personnel Folders. A personnel folder maintained for each student can serve as a permanent record of student competency development and employment. The record can be of help to students in preparing resumes for future employment and serves as the basis for reporting.

Career Counselors for Marketing Occupations

Because of the close association with students enrolled, distributive education teachers have several unique opportunities for providing vocational guidance related to marketing:

- Interviewing students prior to enrollment in distributive education
- Assisting enrolled students in making tentative or long-range career decisions related to marketing and distribution
- Providing information about employment needs and trends in marketing
- Assisting distributive education students in making occupational adjustments on the job
- Placing students in appropriate marketing jobs during enrollment and after completion of a distributive education program.

DECA Chapter Advisors

Distributive education teachers' responsibility for advising local chapters of the Distributive Education Clubs of America is considered an integral part of their role in the high school or postsecondary institution. Because the DECA program of work is closely related to classroom and cooperative or project occupational experiences, its activities take on added significance and should not be overlooked for their value in teaching competitive enterprise and the techniques of working with others toward common goals. The role of the DECA chapter advisor is discussed in more detail in Section 8.

Section 12

Sources of Teachers

....good and effective programs happen with good and effective teachers

Consider the Program Requirements

The expansion of preparatory instruction organized to develop job performance competencies for occupations by marketing industry rests on the procurement of an adequate number of competent teachers. The implementation of specialized industry instructional programs requires the employment of teachers who are trained and experienced in the appropriate industries. Thus, the recruitment and employment of qualified teachers requires the early identification of instructional programs to be offered and the personnel requirements for each.

General Requirements for Distributive Education Teachers

Although many postsecondary institutions do not require teacher certification, fully qualified distributive education teachers at the high school level are generally required to hold a secondary teaching certificate, endorsed to teach distributive education. Each teacher should have demonstrated ability in practical occupational experience in the marketing industry or industries for which students will be prepared. In addition, teachers of disadvantaged or handicapped students should have demonstrated the capacity to understand and teach students with these unique characteristics.

Work with Teacher Education Institutions

A helpful procedure for securing teachers is to maintain periodic contact with teacher education programs in the higher education institutions approved to prepare and certify distributive education personnel in your State. A listing of approved institutions, addresses, vocational service areas offered, and head administrators is usually available from the State Director of Vocational Education. Many institutions of higher education maintain student placement offices and schedule on-campus interview sessions to bring together public and private school administrators and student applicants for employment after graduation.

Pre-Service Programs

Pre-service programs are designed to prepare college students for initial employment as teachers. The state education agency is responsible for evaluating teacher education programs and for accrediting those which meet the State standards for certification in each vocational education service field.

In-Service Programs

Existing staff should be examined to determine whether teachers already employed may qualify for existing openings, if adequate in-service training is offered.

In-service programs may be provided under the joint auspices of State or local education agencies and institutions of higher education, may be sponsored separately by these agencies, or may be contracted for by local or State agencies. Such programs may be provided for persons already under contract to teach distributive education or for teachers in other subject fields who have the necessary marketing skills and experience.

In-service courses provide part-time and usually short-term instruction with or without academic credit to assist persons employed without the ap-

propriate credentials to complete certification requirements; for certificate renewal; or for retraining and/or upgrading the professional competence of distributive education personnel.

Recruit Personnel from Marketing and Service Industries

In seeking teachers for specialized options, consideration should be given to persons in marketing industries who have the necessary skills and experience for teaching in a distributive education program. Such persons may or may not have the required baccalaureate degrees. These potential teachers may be currently employed in a related marketing industry and may wish to qualify for teaching by completing the teaching requirements on a full- or part-time schedule. Individuals in this category should be referred to an approved teacher education institution for academic advising.

Consider Teachers Approved in Other Fields

Surplus teachers who have prepared to teach in other fields may wish to consider becoming distributive education teachers if they have the skills and experience in a marketing industry for which a teaching position exists. Persons who are or have been approved as teachers in elementary or secondary schools, community and junior colleges, and other thirteenth- and fourteenth-year programs may find it possible to qualify, either through in-service education or through undergraduate or graduate study in institutions of higher education.

Section 13

Federal Legislation

Sets new parameters for solving social and economic problems

Since 1917, the Congress has fostered the organization and operation of State vocational education programs through Federal legislation. The Vocational Education Act of 1963, as amended by Title II of the Education Amendments of 1976, shapes an expanded future for vocational education.

Equal Access to All

The 1976 Amendments call upon vocational education administrators to involve a wide range of agencies and individuals concerned with education and training in the development of plans to provide comprehensive programs,

> "...so that persons of all ages in all communities of the State will have ready access to vocational training or retraining which is of high quality, realistic in the light of actual or anticipated opportunities for gainful employment, and which is suited to their needs, interests, and ability to benefit from such training."

Federal regulations require each State to set forth a detailed description of policies, procedures, and specific actions taken to overcome sex discrimination and the incentives adopted to encourage enrollment of both men and women in nontraditional courses.

Access to Special Populations

The responsibility of vocational education to meet the social and economic needs of all individuals and the evaluation of accomplishments is mandated. The services of vocational education are to be extended to persons with physical, economic, or academic handicaps which classify them as "disadvantaged", and therefore needing special services and assistance to enable them to succeed in a vocational education program. The criteria commonly used to identify such students are:

> "Academic disadvantage", referring to persons who lack reading, writing and mathematical skills or who perform below grade level; and
>
> "Economic disadvantage", referring to persons whose family income is at or below the poverty level, who are (or whose parents or guardians are) unemployed, or receiving public assistance, or who are institutionalized under State guardianship."

A special funding category is established to provide special services for such disadvantaged or handicapped individuals in areas of high youth unemployment and school dropouts. Insofar as possible, special needs populations should be served in regular programs ("mainstreamed") by providing the supportive services which they need. Funds can be used for modifying existing curriculum materials or designing instructional activities and methods to help special populations achieve the same learning outcomes and gainful employment sought for all students.

Persons who have handicaps which prevent them from succeeding in regular classes may require special grouping. Special programs may be established for persons who do not have at the time of entrance into a program the prerequisite for entry. Instruction for these and for special populations in regular programs should be designed to strengthen weaknesses, identify cultural attributes, focus on known employment opportunities, and flexibility in instructional methods. Where feasible, specially trained

teachers who understand the needs of special populations should be utilized.

Evaluation

Always an important focus of Federal legislation, evaluation is given greater emphasis in the Amendments of 1976. A comprehensive evaluation system provides the stimulus for program improvement through organized and continuous appraisal of program outcomes. It is in this sense that the legislation approaches program evaluation.

Criteria for Evaluation

In order to assure quality programs, each State and local funded vocational education program must be evaluated every five years. Each State is required to submit an annual accountability report to show the extent to which the objectives of its five-year State plan for vocational education were met. The report includes a description of procedures used to evaluate local agency programs and how the evaluation information was used to improve local programs. The report also describes the consideration given to each recommendation made by the State Advisory Council for Vocational Education.

The four general areas of program effectiveness and the subdivisions to be evaluated are shown in Figure 5.

Figure 5:
AREAS OF PROGRAM EFFECTIVENESS FOR EVALUATION

1. Planning and Operational Procedures
   a. Quality and availability of instructional offerings
   b. Guidance and counseling, placement, and follow-up services
   c. Capacity and condition of facilities and equipment
   d. Employer participation in cooperative education programs
   e. Teacher/pupil ratios
   f. Teacher qualifications
2. Student Achievement
   a. Standard occupational proficiency measures
   b. Criterion-referenced tests
   c. Other examinations of students' skills, knowledge, attitudes, and readiness for entering employment successfully
3. Results of Student Employment Success
   a. Rates of employment and unemployment
   b. Income
   c. Duration of employment
   d. Employer satisfaction with performance of vocational education students as compared with persons who have not had vocational education
4. Services to Special Populations
   a. Women
   b. Members of minority groups
   c. Handicapped persons
   d. Disadvantaged persons

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